

Review/Remediate/Reteach

Once all scores are transcribed onto the Class Summary Sheet, highlight any scores below a 4 indicating areas below proficient. Analyze if the highlighted scores indicate individual students needing review or remediation (horizontal highlights) or if there are elements where a significant number of your students all appeared to struggle (vertical highlights). Some schools use the gauge of one-third or more of the students in a vertical column, whereas others make their cut-off at one-fourth or more of the students. Numerous highlights in a vertical column indicate that reteaching of that writing element is needed.

Rewrite

When students are not proficient in an area of writing, they should be given the opportunity to rewrite their paragraph or passage to improve upon their writing. The students who turn in a rewritten posttest will have the below proficient area scored and added in to the areas that were already proficient or above to get a new total score (See the following example.). The two scores are then averaged for the student's final grade. Some schools choose to give students the higher mark.

Module Level	Expository Intermediate 1	Class Summary Sheet												Teacher Grade	Mrs. Smith Grade 5		
		Organization			Content			Style			Mechanics			Total			
Scoring Criteria		0: Element not present			0: Element not present			0: Element not present			0: Element not present			80% - Mastery			
Highlight scores 0, 1, 2, 3		1: Emergent Level			1: Emergent Level			1: Emergent Level			1: Emergent Level						
		2 or 3: Basic Level			2 or 3: Basic Level			2 or 3: Basic Level			2 or 3: Basic Level						
		4: Proficient Level			4: Proficient Level			4: Proficient Level			4: Proficient Level						
Student Name		5: Advanced Level			5: Advanced Level			5: Advanced Level			5: Advanced Level						
Jack Philips		5	3	0	3	3	5	3	3	3	3	4	5	3	5	1	67
Rewrite					5											4	75
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Celebrate

As you can see, giving the students the opportunity to rewrite their posttests allows them to complete the task with success and you, as the teacher, to have recorded data points showing that your students have mastered the content and met the required content standards.

PLACING STUDENTS INTO THE PROGRAM

Students should begin each unit by writing a passage in response to a prompt. This writing sample can be used as the placement test as well as the pretest. You score the samples with a rubric (provided for each form of writing) that considers the following elements: organization, content, style, and mechanics.

A perfect score is 100 points. If your students score 20-95 points, they have the necessary preskills to participate in the unit.

Guidelines for placement:

- 0-19 points: The student may not function well at the level tested. If, because of class organization, the student must be placed in this level they will require accommodation and assistance.
- 20-95 points: The student is properly placed and will benefit from instruction at the level tested.
- 96-100 points: The student may have skills exceeding those taught at the level tested. If, because of class organization, the student must be placed in this level they can still benefit from participation in this level of the program. Additional challenges can be added by making adjustments on the rubric for what is required of this student. For example, if the rubric requires students to use three forms of figurative language, the higher performing students can be required to use four forms of figurative language.

After students have completed the placement test and you know they're appropriately placed, you are ready to begin the lessons.

GETTING READY TO START

Note: The pretest should be used to determine if your students are working at the intermediate level of Expository Writing. A pretest should be administered and scored before you introduce this unit.

Each student will need a copy of "The Story of Corn" (page 11), lined paper, and a folder to use as a writing portfolio in which to keep writing assignments.

Introducing Expository Writing

(Explain what the class will be doing during this Expository Writing unit.) **We're going to have fun together as you learn to be authors in many different forms of writing. Sometimes authors work with others to produce a piece of writing. This kind of writing is called a cooperative writing project. Authors who work together enjoy sharing their ideas. Sometimes we will work as a cooperative group to write a class piece of writing. When we do a cooperative piece of writing, I'll write our ideas and the piece of writing on chart paper or on the Smart Board. Everyone will contribute ideas to the class piece of writing.**

(Note: Writing can be word processed using a computer and a Smart Board.)

Sometimes authors work alone. After we work cooperatively, you'll produce a piece of writing of your own.

For the next several lessons, you'll be learning about expository writing. Expository writing informs the reader about something or explains something to the reader. In this expository writing unit, we will focus on two kinds of expository: writing a summary and writing that compares and contrasts ideas or topics.

OBTAINING A BEGINNING WRITING SAMPLE—PRETEST

Administering the Pretest

(Explain to students that, before they start the Expository Writing Unit, you would like to collect a sample of their writing. Mention that you will save this sample so you and they can see how their writing develops as they learn more about writing expository passages.)

Read the article "The Story of Corn" to the students as they follow along on their copies. Tell students to listen carefully for the most important points in the article.

After you read "The Story of Corn," tell students you would like them to write a summary of the article in their own words. Allow them sufficient time to write. Ask students to edit, proofread, and write or word process a final copy of the summary. Use the rubric (page 12) and scoring guide found below to evaluate each student's writing. Staple the rubric to each student's piece of writing. Keep the writing sample and the scoring rubric for comparison at the end of the unit.)

Scoring the Pretest

(For each element:

Give a score of 0 if there is no evidence of the element.

Give a score of 1 for each element at the emerging level.

Give the student a score of 2-3 for each element at the basic level.

Give the student a score of 4 for each element at the proficient level based on the state curriculum or Common Core State Standards.

Give the student a score of 5 for each element at the advanced level.

Total the scores for each individual element. Place students according to the guidelines for placement found on page 9.)



The Story of Corn

Corn is a major farm crop in the United States, but corn was not always raised in North America. Thousands of years ago, native people in Mexico found a kind of wild grass called teosinte. It didn't look much like the corn we have today. The ears were small, and the kernels were tiny and far apart. But teosinte kernels could be eaten and ground into meal to make a kind of flat bread. As time passed, the native people became farmers. They planted the dried kernels and grew teosinte near their homes. These early farmers chose to plant the kernels that tasted best and came from the biggest ears. They called the grain maize. Over many years, the maize plants developed more seeds per ear. The kernels tasted more like modern corn.

Native Americans in North America were growing maize, which we now call corn, when the European settlers arrived on the East Coast in the 1500s. They showed the settlers how to grow corn, and it quickly became an important food for the new people. They ground it into meal and used it to make "hasty pudding" and cornbread.

Today corn is grown in huge fields across much of the United States. It has come a long way from a wild grass plant in Mexico to a major source of income for many farmers.

Name _____ Date _____

RUBRIC

Pretest

Posttest

Scoring the Sample

- Give the student a score of 0 if there is no evidence of the element.
- Give the student a score of 1 for each element at the emerging level.
- Give the student a score of 2-3 for each element at the basic level.
- Give the student a score of 4 for each element at proficient level.
- Give the student a score of 5 for each element at the advanced level.

Evaluating the Elements of a Piece of Expository Writing	
The author of this summary.....	Points Earned
Organization	
States the main idea of the passage.	
Places details related to the main idea in the body of the summary.	
Restates the main idea in the conclusion.	
Groups related ideas together.	
Uses a logical sequence.	
Content	
Maintains consistent focus on the source and stays on topic.	
Concisely states the main idea of the passage in own words.	
Uses judgment to select important details.	
Combines ideas to make information more concise.	
States the content of the source passage in simple terms.	
Style	
Uses own words to write the summary.	
Maintains the intent of the author.	
Maintains the accuracy of the author.	
Is brief and concise.	
Uses a variety of sentence structures—simple, compound, and complex.	
Mechanics	
Uses correct punctuation within and at the end of sentences.	
Uses correct capitalization—beginning of sentences, titles, proper nouns.	
Uses conjunctions to combine information in sentences. Uses commas correctly.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English usage (grammar).	
Total Points	